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ABSTRACT

The purpose of the overview is to describe in narrative and graphic form, processes for incorporating career development activities in the educational program of local school districts which can be related to identifiable and measurable consumer objectives. Possible feasible and desirable outcomes are in the areas of decision-making skills, personal-social skills and job task skills. A career development model named "American Work Life Studies" is presented which can be used for training, orientation, and exploration as well as for analysis purposes. It utilizes a three-dimensional conceptual format of data-people-things, temperaments, and job clusters. A seven-stage strategy for creating a career development program is briefly discussed and presented through PERT charts. (MS)

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CAREER DEVELOPMENT PLAN 1973

overview

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CAREER DEVELOPMENT

PLAN

OVERVIEW

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Guidance
Albany 12224
1973

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I. BACKGROUND

In the fall of 1970, the Bureau of Guidance began the task of formulating a comprehensive career development project to assist all students in New York State in the transition from school to work. The following corollary concerns gave impetus to the task: Students in secondary schools were unsure of their future goals and unaware of the career options open to them; efforts to facilitate the career development of pupils appeared to be fragmented, bearing little explicit relation to the realities of work and developmental processes. In short, career development appeared to be considered a discrete, once-in-a-lifetime problem which could be resolved in a few weeks of the individual's life or through exposure to a variety of work-study, vocational training, or occupational information programs. The underlying concern of the Bureau was not with the many programs, per se, which had been initiated in the past, but with the feeling that these efforts were of a piecemeal nature, reactive rather than developmental, and perceived as disassociated aspects of instructional and counseling programs.

The Bureau of Guidance members assigned the task of formulating a comprehensive career development project decided to

- a. develop a base of research findings on career development needs, theory, and programs on which to plan;
- b. acquire systems analysis skills for the purpose of facilitating planning and development; and
- c. create a career development program consistent with the humanistic qualities of the New System for Education and which could be integrated into an educational system utilizing minimal amounts of additional resources.

A related series of publications is devoted to defining the dimensions of the problem of career development, the theoretical and research findings identified as useful bases for conducting career development activities, and the goals a career development program would attempt to reach.

II. PROBLEMS

On the basis of research findings, the identified aspects of career development problems facing schools, employers, and the consumers of educational services are

- Restricted perceptions of occupations, career possibilities, and alternatives available to pupils, adults, including limited aspirations held for and by women, blacks, and other minority groups.
- The lack of positive career programming in schools including provision for orientation and exploratory experiences.
- Inadequate qualitative and quantitative counseling experiences.
- Restricting the responsibility for career development to guidance counselors.
- Perceiving academic programs to be ends in themselves rather than as potential means to achieve goals.

- . Inadequate or absent appraisal techniques including little or no reporting and interpretation of standardized achievement tests; "one-shot" interest inventory appraisal experiences; the absence of assessing values, skills, and work-experiences.
- . Unvalidated statements regarding the quality and quantity of training required for performance of work tasks.
- . Destructive prejob mental health and educational experiences which adversely affect adjustment in work settings; increased worker expression of feelings of inadequacy, anxiety, hostility, dissatisfaction with life, and inability to pursue and enjoy constructive leisure and intellectual pursuits.
- . Conceiving of career choice as a concrete point in life rather than as a continuous process which is repeated in the life-span.
- . Failure to help potential workers to learn and practice decision-making process skills including opportunity to synthesize valid occupational and personal information.

III. SCOPE OF PUBLICATION

The purpose of this document is to conceptualize, in narrative and graphic form, processes for incorporating career development activities in the educational programming of local school districts which can be related to identifiable and measurable consumer outcomes.

The following pillars provide a framework for this paper:

Theoretical

Programming for career development is guided by Super's theoretical framework which suggests that career development is a lifelong process inextricably intertwined with physical, social, psychological, and intellectual aspects of development. The stages of career development, utilized in Super's theory-growth, exploration (fantasy, tentative, realistic), establishment (trial, stable), maintenance, and decline-are accepted as generally applicable with the following limitations: (1) the stages overlap; (2) the stages are characterized by a great deal of variability, i.e., not all people of the same age can be packaged neatly into one of the stages; and (3) the stages of career development are repeated as the result of environmental and maturational changes. Fantasizing, making tentative occupational choices, trying out work roles are not seen as belonging exclusively to the young or immature, but as legitimate processes older workers also utilize in adapting to the changes within themselves and the world of work. Behaviors related to career development are shaped, established, and maintained according to the same principles applicable to learning other skills and attitudes.

Career Development vs. Academic Development

Conceptualizations that treat career and academic development as unrelated events result in widening the gap between life and school, fragmenting the wholeness of human beings, and contributing to the aimlessness of educational activities.

Relating curriculum offerings in the traditionally labeled general, academic, and vocational areas to each other and to what people do outside of the school would facilitate the learning process of individuals and result in enhancing the social, intellectual, and economic goals of society.

Thus any learning which makes a positive contribution to the physical, intellectual, social, or psychological development of an individual is recognized as contributing to career development.

Career Development Project as Process

This document is seen as a process document subject to refinement and modification as additional information and individuals are involved. The Bureau of Guidance considers the content useful for facilitating communication and for establishing some of the parameters for conducting career development activities.

Creation and Implementation of Career Development Programs

The Bureau of Guidance recognizes that unknown constraints such as priority level, staff, budget, and staff skills, will affect the direction of the plan and the degree to which outcomes are achieved.

A critical assumption is that the creation and implementation of a career development program would emanate locally under the aegis of local school leadership. If representatives of business, labor, State Education Department resources, school district personnel, and consumers of education were brought together to cooperatively produce a program, the results would be (1) an educational program which contributes to community development and meets community needs; (2) a curriculum which would have a closer relationship between life in school and life outside of school; (3) a mechanism for analyzing and anticipating changing career needs, and for changing curriculum practices; and (4) the establishment of a functional relationship of the behaviors required by present and by future occupations.

Objectives of the Career Development Program

The outcomes of the career development program are stated in terms of behaviors consumers (youth and adults) would acquire as a result of participating in the program. However, the outcomes listed under the three domains are major objectives and lack the specificity of objectives developed to meet local and individual conditions, resources, and needs.

The outcomes presented should set a direction for the formulation of career development objectives.

Developing meaningful and relevant objectives which meet the rules for specific career development objectives, can be done only at the local level, because local personnel are the only ones who are familiar with the students for whom the objectives are developed, and the specifics of community, school resources, and alternatives. If career development programming is to be individual, the responsibility for the development of objectives has to rest with, and emanate from, the local school district.

The objectives are presented with the hope that they are useful in clarifying directions and in stimulating efforts to develop objectives applicable to local conditions.

IV. OBJECTIVES OF THE PLAN

Possible outcomes for consumers of educational services in school districts which implement a comprehensive career development program are listed below. These outcomes are considered to be feasible and desirable. However, they are not all inclusive, nor are they meant to fulfill the requirements of a "career-development cookbook." The outcomes are major outcomes useful in determining directions a local school district and the community may take in deciding and writing its own career development objectives.

Decision-Making Skills

As a result of implementation of the career development program, a consumer of education, on terminating his educational experience, would be able to

- . Demonstrate his ability to formulate a personal career development plan, in an oral, written, or graphic form, which identifies exploratory, immediate, intermediate, or ultimate career objectives; includes two or more possible routes to implement the plan; provides for collecting more information and for applying a new strategy to meet altered situations, objectives, new data; and identifies limits and alternatives associated with each course of action.
- . Analyze his aptitudes, achievements, interests and values; analyze his work knowledge, appraise past decision-making experiences; synthesize and relate this data to career objectives.
- . Identify and collect relevant data required in making a curriculum or career choice; critically examine instruments used to assess personal factors, and identify the strengths and weaknesses of the instruments.
- . Identify the institutional objectives of work and educational settings; demonstrate knowledge of functions and tasks performed by workers; identify occupational similarities and differences including functions performed and requirements for entrance; identify local and regional manpower trends and employment opportunities.
- . Relate personal, educational, social, and work experience data to educational and career choices, opportunities, and requirements; identify and relate personal strengths and weaknesses to expressed choices; compare estimates of abilities with actual educational, social, and work achievements.
- . Characterize the stages of his career development as either fantasy, exploratory, tentative, or final, and identify alternatives for implementing the plan related to the career development stage of the individual. Alternatives to continuing in a day high school program, for example, might include enrollment in a Youth Opportunity Center, a combination of work and enrollment in a

continuing education program, work and qualifying for a high school equivalency diploma, on-the-job training, entrance into an apprenticeship program. Exploratory activities might include enrollment in a work-experience program, obtaining a part-time job, performing volunteer service, study on a part-time or nonmatriculated basis, deferring graduation, entrance into an area occupational center, sampling occupational areas through simulation or direct experience. Tentative and final stages would result in the consumer generating clearer relationships between educational training and career objectives, including time lines, and specific actions for implementation.

- . Identify the relationships between and among the stages of his career development process, verbalize a rationale for his actions consistent with his career development status, and identify conditions and resources which would create the need for, and provide assistance in, systematic decision making.
- . Evaluate the adequacy of his career plan by demonstrating in the presence of a counselor, parents, and/or peers, by verbal or written means, a defense of his self-appraisal of his own abilities by referring to at least three sources of information; identifying three interests which a choice would satisfy and three which it would not satisfy; identify values which an occupational choice would satisfy and not satisfy; identify positive and negative attitudes expressed by authority figures, parents, and society toward an expressed choice and provide a defense to the negative attitudes; verbalize a willingness to assume responsibility for occupational choices including a listing of the personal and social consequences of implementing decisions.

Personal-Social Skills

Outcomes of an effective career-development program depends upon the development and acquisition of personal and social skills by potential workers which encompass the abilities to **interact** effectively with oneself and others. The absence of effective interpersonal skills hampers the implementation of job and decision-making skills.

As a result of participation in the career development program consumers on termination would be able to

- . Demonstrate intrapersonal and interpersonal behaviors appropriate to developing and implementing a career plan, including the ability to analyze the opportunities and lack of opportunities careers and work organizations provide for personal growth and development goals by identifying, relating, and comparing expectations and values of organizations, careers, and self.
- . Analyze, compare, and relate the consumers and community needs to the social norms of work institutions and the effect the institutions' services and products have on the consumer's and community's health, psychological, social, political, and economic needs.
- . Analyze the roles and functions of workers and management in job settings, staff hierarchies, assignment of duties, superior-subordinate relationships, peer-worker relationships

- in and outside the work-setting, in-job situations which involve negotiations, reporting inadequacies, violation of confidentiality, seeking job transfers, promotions; and demonstrate behaviors needed to function effectively in these roles and situations.
- . Demonstrate behaviors needed for implementing management functions of control, organization, decision making, planning, implementation, including analyzing the relationship between and among intraorganizational and extraorganizational workers, work-units, resources, and institutions.
 - . Demonstrate job-seeking and interviewing skills which involve communicating self-expectations to personnel interviewers; skill in obtaining data about careers and organizations; analyzing organizational factors which adversely affect individual commitments, and developing plans for coping with these blocks; relating and comparing self-expectations to career and organizational expectations.
 - . Demonstrate intrapersonal and interpersonal exploratory and communication skills including ability to discuss issues of concern with authority figures; define and discriminate between and among verbal and nonverbal skills; identify and articulate positive and negative feelings in self, peers, and authority figures; articulate and synthesize personal fantasies into career plans
 - . Acquire and demonstrate group participatory skills involving paraphrasing, distinguishing between cognitive and affective verbal content, analogical thinking skills, discriminating between valid and invalid statements, reinforcement of nondefensive responses, identifying defensive behaviors, acceptance of opposing viewpoints, and reinforcement of growth producing actions.
 - . Demonstrate an increase in the frequency of participation in leisure time and other community activities which provide positive emotional experiences, including initiating contacts with members of the opposite sex; demonstrating a flexible repertoire of assertive and passive responses appropriate for various social situations; discriminating between hostile and friendly remarks, and increasing or decreasing the sharing of possessions.

Job Task Skills

Consumers of the career development program services would be able to

- . Demonstrate, upon leaving the program, mastery of knowledge of processes and motor skills necessary for performing a work role in a minimum of two occupational clusters, which are related to the individual's career goals, and are explicitly identifiable points in the career plan.
- . Conduct a functional analysis of past and present work experiences, achievements, and skills, and relate them to job skills required in the future, including the ability to tentatively predict what future political, economic, social, and technological effects will have upon the performance of occupational functions.
- . Design, modify, alter, and restructure work practices and procedures, and/or cooperatively participate in these activities, for the purpose of improving the effectiveness and efficiency of products and services, including contributing to the career development of others by teaching acquired job skills.

- . Conduct a functional analysis of processes traditionally labeled science, mathematics, language arts, music, art, physical education, industrial and business arts, and relate these processes to individual achievements and work roles.
- . Identify a variety of real and simulated, paid and unpaid, work-experiences in private, governmental, community, social, leisure, and service settings, and relate them to possible career opportunities.
- . Identify work orientation experience in at least fifteen occupational clusters by the eleventh grade.
- . Identify, select, and enter a greater variety of employment and training opportunities upon leaving the formal career development program than consumers not participating in the program.
- . Obtain, within three weeks of entering the program, marketable skills in one of fifteen occupational clusters appropriate to the consumer's ability, past experience, and future goals.

Outcomes of the career development program are also projected for education, public and private employers, and community. These include the following:

Education

- . An integrated curriculum related to "real life" which permits systematic development and modification, and with the capability of meeting a greater variety of individual needs.
- . A mechanism for anticipating and identifying community needs, and achieving recognition as a resource for community development.
- . Improved school-community relationships.

Public and Private Employers

- . A potential labor and management force that has knowledge and work experience more validly related to work performance.
- . A potential labor and management force which expresses more positive reasons for choosing to work, and is characterized by greater vocational, personal, and social maturity.
- . A systematic process for determining the relationship between job requirements and job performance.

Community

- . A school which serves as a developmental resource to the total community in meeting present and future needs.
- . An educational system whose costs, practices, and procedures can be directly related to community benefits.
- . An opportunity to have a direct formal role in the educational process.

V. ACCOUNTABILITY

The process of creating and implementing the career development program should produce results such as

- . Consumers with a greater number and wider variety of job skills than consumers who have not been involved in the program. The number and variety of skills acquired would be directly related to the length of time spent in the formal educational structure.
- . Consumers exhibiting a greater congruence between expressed and actual career goals.
- . More consumers exhibiting wider variability in terms of characteristics such as age, amount of schooling, ability, achievement, and work experience, entering, learning, and reentering the career development program than consumers in communities without the program.
- . Consumers who exhibit more knowledge regarding the functions of present and future occupations, the relationship between academic and occupational areas, local, regional, and vocational career opportunities.

VI. CAREER DEVELOPMENT MODEL - "AMERICAN WORK LIFE STUDIES"

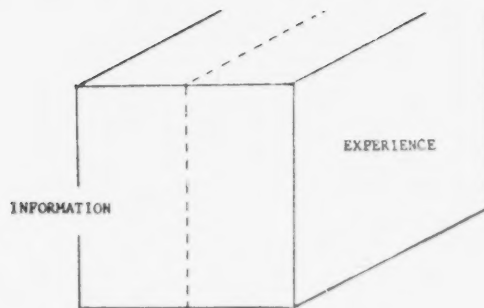
The career development model presented stems from the efforts of S. Lee Pierce, Associate, Bureau of Guidance in designing a career exploration model for students beginning in the seventh grade.

Mr. Pierce's model, however, has the flexibility and comprehensiveness to be used for training as well as orientation and exploration. In addition, the model can be used as a framework for analysis purposes in a school or community context and can be expanded or compressed to meet changing functional requirements of occupations and/or educational resources.

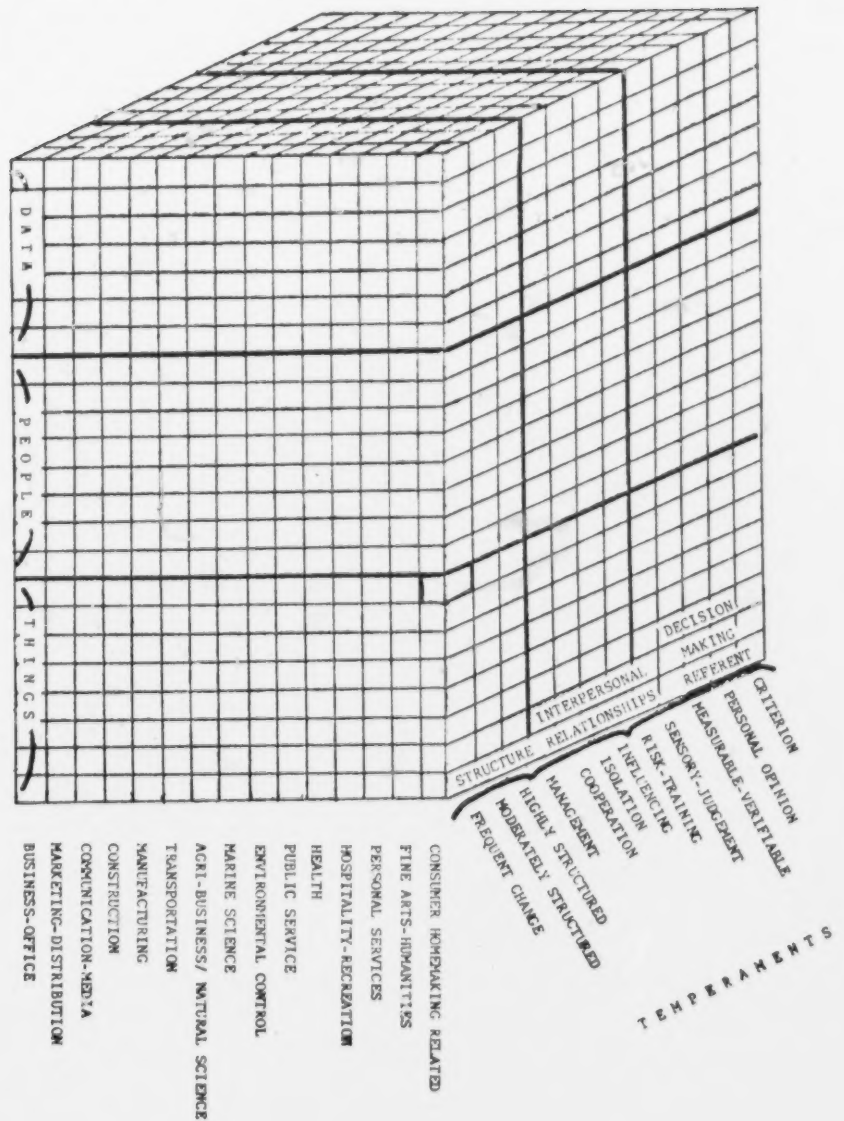
The American Work Life Studies Model recognizes the continuous process model of vocational development, that learning occurs through information and "hands-on" experiences, and that vocational development requires the opportunity to synthesize knowledge and experience of processes and skills.

As adapted for this paper, the model can be used in the education process for career exploration, orientation, training, including providing a framework for curriculum reorganization, or at least a conceptual framework in which curriculum offerings can be related to what people do outside of school.

The model provides for the variability of individuals and is easily adaptable for use from preschool through the adult years. It can be used to represent work-life in our society, its goals, the relationship between various work-lives including their goals, short-comings, and advantages. Consumers can use the model to help themselves identify and relate themselves with and to their environment and define their own directions.



SYNTHESIZING
COORDINATING
ANALYZING
COMPILING
COMPUTING
COPYING
COMPARING
MENTORING
NEGOTIATING
INTERACTING
SUPERVISING
DIVERTING
PERSUADING
SPEAKING-SIGNALING
SERVING
SETTING-UP
PRECISION WORKING
OPERATING-CONTROLLING
DRIVING-OPERATING
MANIPULATING
TENDING
FEEDING-OFFBEARING
HANDLING



OCCUPATIONAL CLUSTERS

AMERICAN WORK LIFE STUDIES

The proposed model (see chart) utilizes the job clusters proposed in U. S. Commissioner of Education Sidney P. Marland's presentation on career education, and certain concepts from the Dictionary of Occupational Titles. The three dimensions are the data-people-things concept, the temperaments concept, and the work clusters.

Data-People-Things Concept - This concept theorizes that the objective work environment of jobs can be categorized into combinations of dealing with data, people, or things.

Temperaments - These categories reflect the subjective work environment and can be categorized into structure, interpersonal relationships, and decision-making environment referents. Structure refers to the amount of flexibility allowed to the worker in various work environments. Interpersonal relationships refer to the kinds of relationships between people which may relate to dimensions of the work environment. Decision-making environment references can be defined as the basis upon which people are required to make decisions. For example, machinists operate in a criterion decision-making environment because their decisions are related to the degree that their work meets critical tolerances or criterions.

Job Clusters - These are fifteen job or work clusters which were proposed in Sidney Marland's speech on career education. These clusters are an attempt to identify the way that people work in a factorial approach, or job family approach. It is a vertical model in that each cluster consists of all jobs belonging to a job family regardless of how little or how much training is required.

The data, people, things concept and the temperaments concept could each be placed on three-dimensional models. This could not be conceptualized economically on the model chart. It would be possible to have a model which showed all of the possible combinations of data, people, things, and structure, interpersonal relationship, decision-making environment referents. This would seem unnecessary and extreme since it is expected that the main purpose of the model is as a framework rather than as a source for very particular modules of learning.

At the elementary level, for example, the model could be utilized as a framework for organizing curriculum experiences, including basic reading, math, science, and writing skills. The model would be used primarily for the purpose of organizing growth experiences which have reference to the larger world. Upper elementary youngsters in many cases could use the model for the purpose of exploring, in a systematic fashion, all of the occupational clusters for the purposes of orienting themselves to the adult world, acquiring skills and information which approximate to a greater degree those needed in a variety of adult roles, and increasing their decision-making and self-understanding skills.

As the student progressed through school, the model could be utilized to organize trial or training work-life experiences in or out of the school. Depending upon the student's needs, the model could be used to provide more of the same work-life experience within a cluster, or on terminating a module in a different cluster. The flexibility provided

should avoid the frustration associated with premature curricular commitments and inflexible procedures which do not permit honorable exits.

The second component would provide the student with the opportunity to explore the meaning of the experience with respect to his values, interests, achievements, abilities, and future goals. The student would be assisted in developing a set of values and in examining conflicts between and among his expectations, goals, achievements, and those expectations, values, and requirements in the levels of occupational clusters. In addition, the student, with the assistance of a team composed of a teacher and a counselor, would collaborate in developing plans appropriate for the student's developmental stage, and which would result in the student's choosing to reenter a module, or to spend the three weeks in the third component

- (a) acquiring basic academic skills (reading, foreign language, math, etc.),
- (b) obtaining additional information about the culture, or
- (c) being involved in seminars, or other didactic and special activities.

In either case, the student would then return to the teacher-counselor team, probably as part of a group, to recontinue the process of exploration of self, the meaning of completed experiences, planning, and goal clarification.

The model is easily adapted for the training or retraining of consumers who wish to upgrade occupational skills, acquire new ones, or to begin new careers.

In summary, the model provides a conceptual framework for career development. It can be adapted to meet the needs of a wide range of consumers, and utilized to provide awareness, exploratory, orientation, or training experience. The components of the model explicitly and systematically provide the opportunity to develop motor, personal-social, and informational behaviors.

The activities which comprise the components are related to the three major domains of the career development program: decision-making, personal-social development, and job task skills. Traditional academic and vocational offerings are related as a result of the efforts of the counselor-teacher team in the second component. Learning experiences are based upon the student's needs and choices.

The above model is a hypothetical one whose practicability has not been demonstrated. The details are sketchy and its utility - if it has any - is to serve as a stimulus for program development in the real world.

Real life career development programs which have been developed, projected, and implemented to varying degrees are

- Project Open Door to the World of Work - Buffalo
- Mid-Hudson Career Development Project - Beacon
- Industrial Arts Curriculum Project - Ohio State University
- Oregon Plan
- Hawaii Career Development Project
- Rochester Career Guidance Project

Many others are in varying stages of development.

VII. A STRATEGY FOR CREATING A CAREER DEVELOPMENT PROGRAM

This section suggests a strategy which a local school system might employ to create a career development program. The process of creating a program has seven stages: organizing, conducting a feasibility study, creating the program, trying out the program, evaluating, deciding on further application, and dissemination.

In the first stage, the school system would analyze the need for a career development program by identifying the present and future career development needs of its consumers and community through consultation with employers in the private and public sectors, parents, present and former students, Department of Labor, local and regional economic planning groups, workers, labor unions, educators, and behavioral scientists. Additional data might be obtained from professional journals and other publications.

Potential resources and resource needs would tentatively be identified, and one or more of the occupational clusters in the model might be chosen as a means for testing the feasibility of the American Work-Life Studies Model.

The second phase involves a preliminary testing of the model to determine its feasibility with respect to costs in time, money, and personnel. In this stage the school system would bring together representatives of the community, the occupational cluster, students, educators, and other private and governmental organizations, e.g. Employment Service, to identify the present and future personal-social, decision-making, and job task hierarchies required by workers in an occupational cluster. Concurrently, an analysis of corresponding personal-social, decision-making, and job task skills would be conducted in the school setting and hierarchies developed.

For the purpose of establishing base-line data and objectives for the program, the hierarchies in the occupational cluster and the school setting would be compared. If no discrepancies were noted, then another occupational cluster could be chosen and the process repeated, or the option to terminate the program could be exercised.

If discrepancies were noted, then the inadequate behaviors in the hierarchies would be identified and selected as objectives to be met by the program. At this point, another decision would be made regarding the feasibility of attempting to achieve the objectives. Educational priorities, cost, and other constraints may suggest that it would be

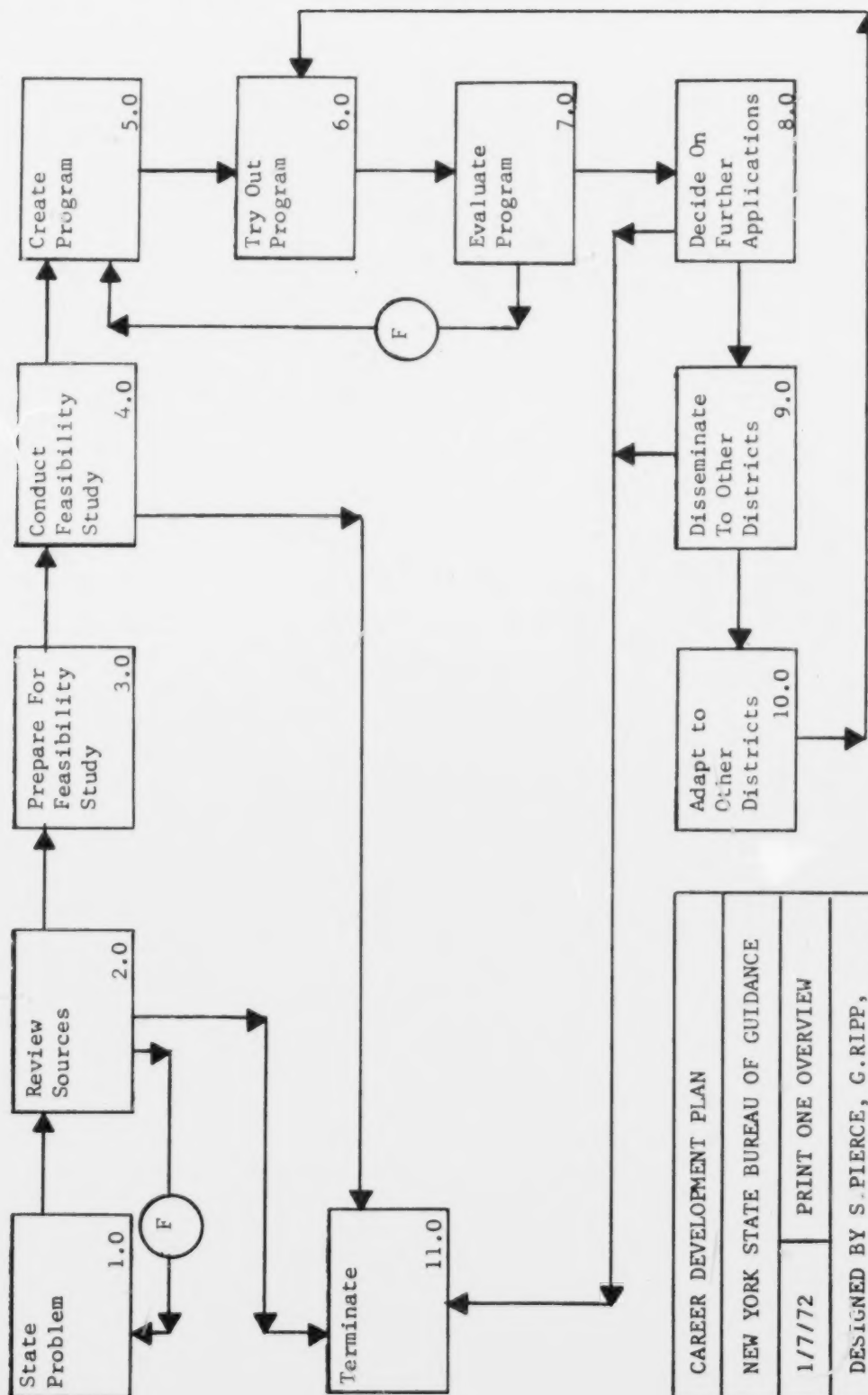
inappropriate to continue. If the decision was made to continue, the next step would be to create a program.

Creating the program would involve the development of modules for the occupational cluster, the organization and preparation of the teacher-counselor team, and the organization of the school environment, including the preparation of teachers, students, and others for the program. Criteria would be refined to measure the effectiveness of the program, materials developed, time lines established. The tentative program plan would be checked through consultation with the members of the advisory team established in stage one. The next step would be to try out the program. During this phase, the program would be monitored, and problems would be modified.

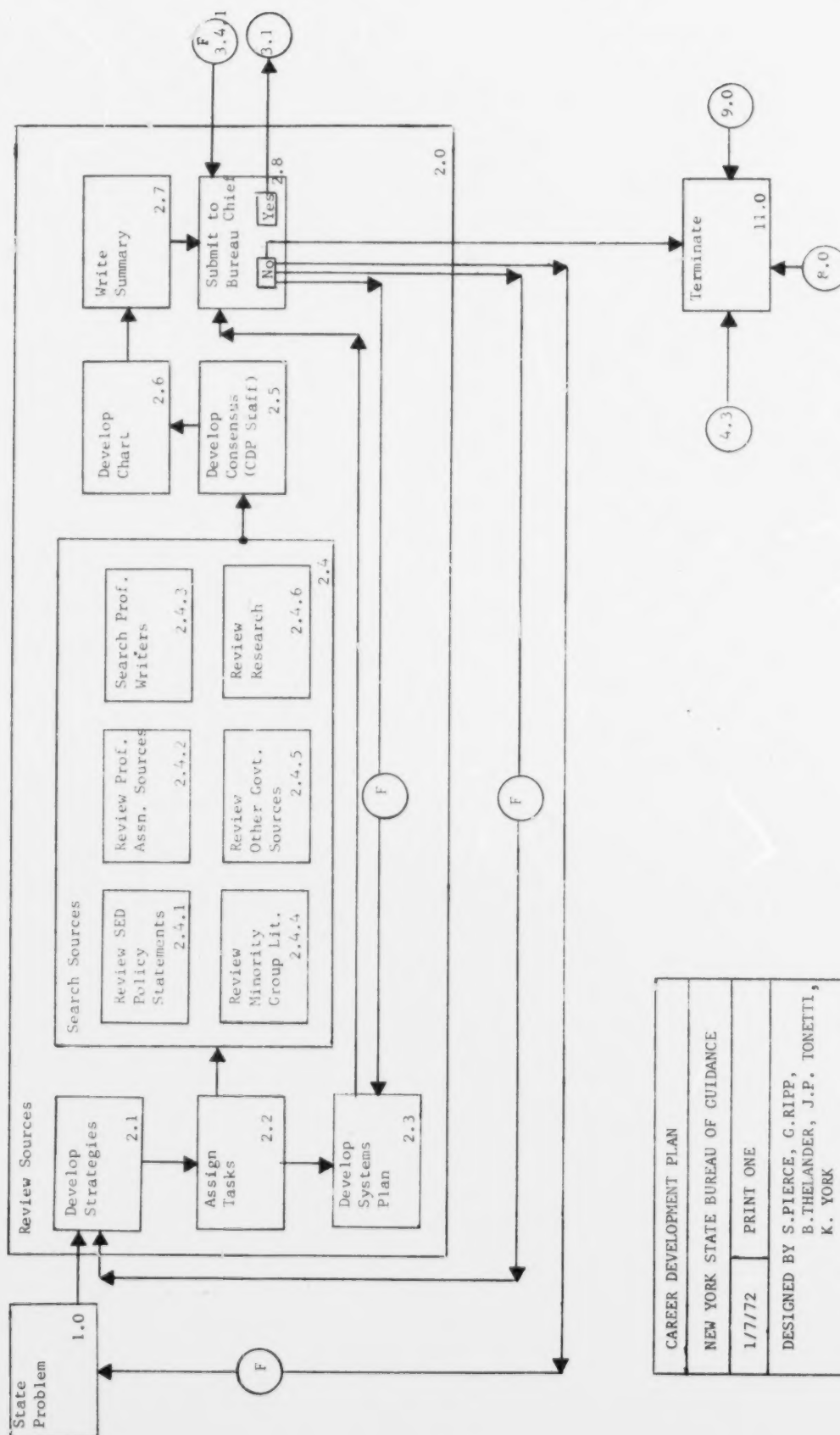
At termination, the program would be evaluated by the local district to determine whether the objectives had been met, and what the costs were.

A decision would have to be made as to whether the program was worthy of further application or not. If it was decided to continue, the process would be repeated with the selection of one or more additional occupational clusters.

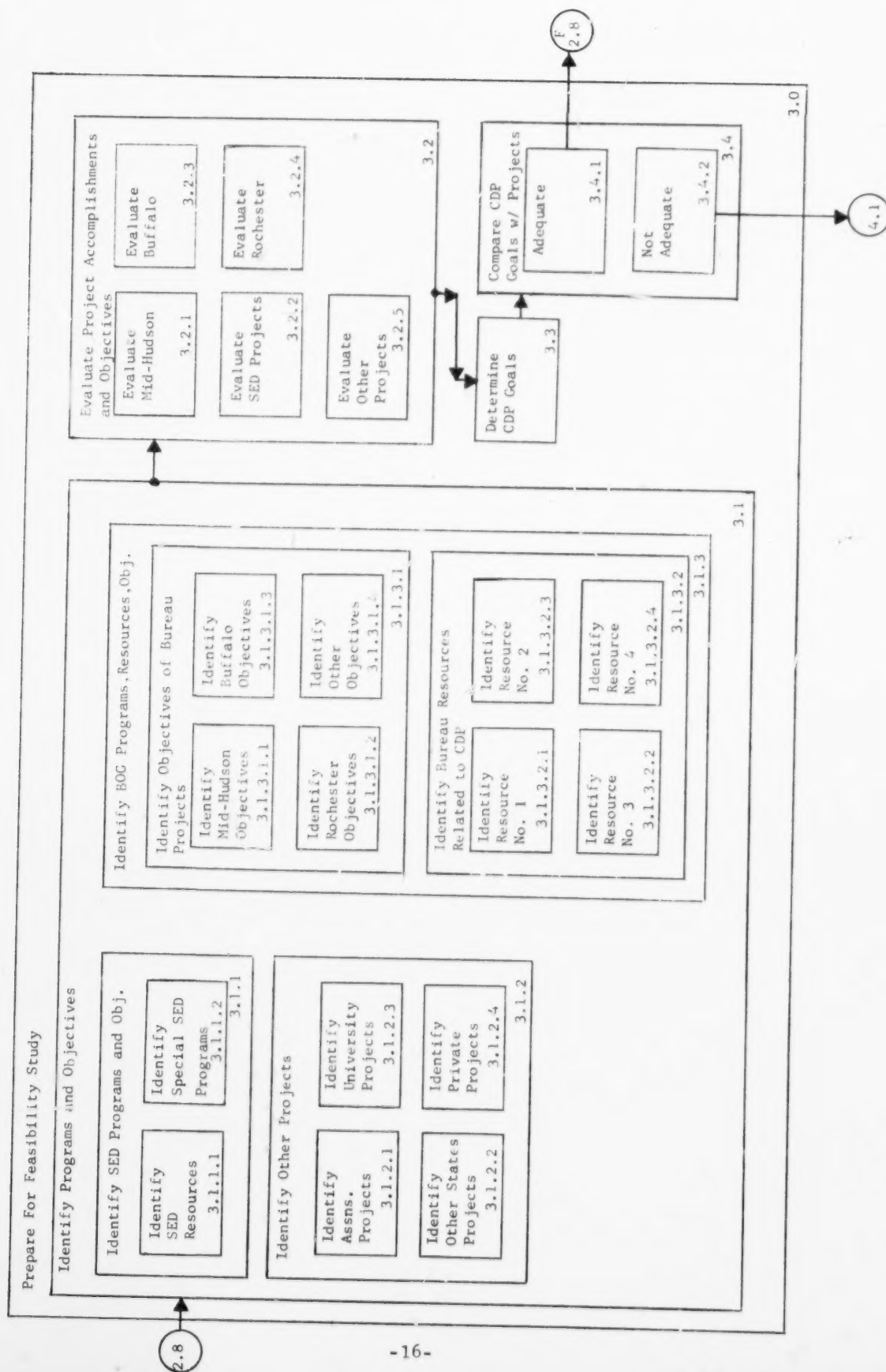
Results of the program would be disseminated to the school district and to other districts.

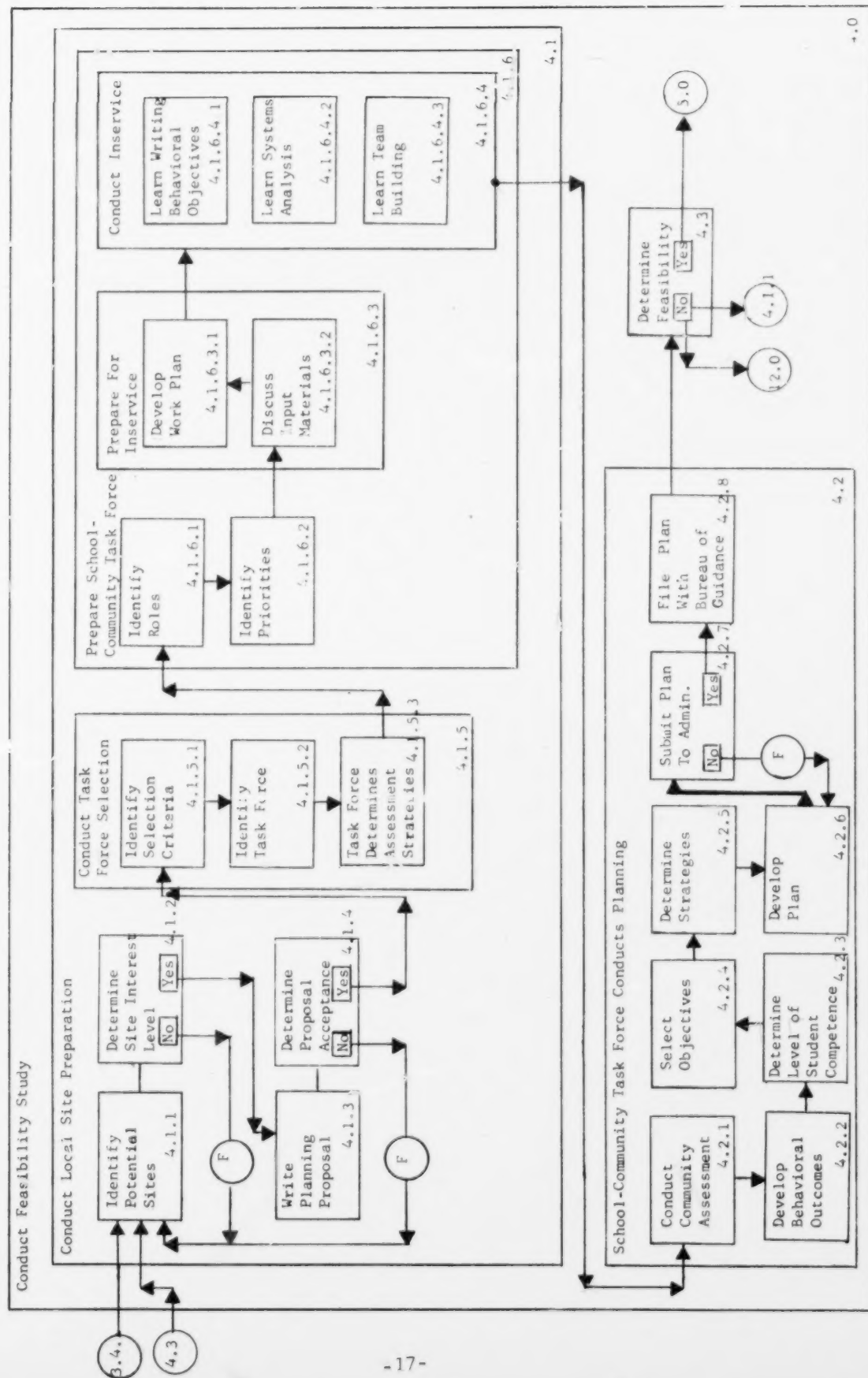


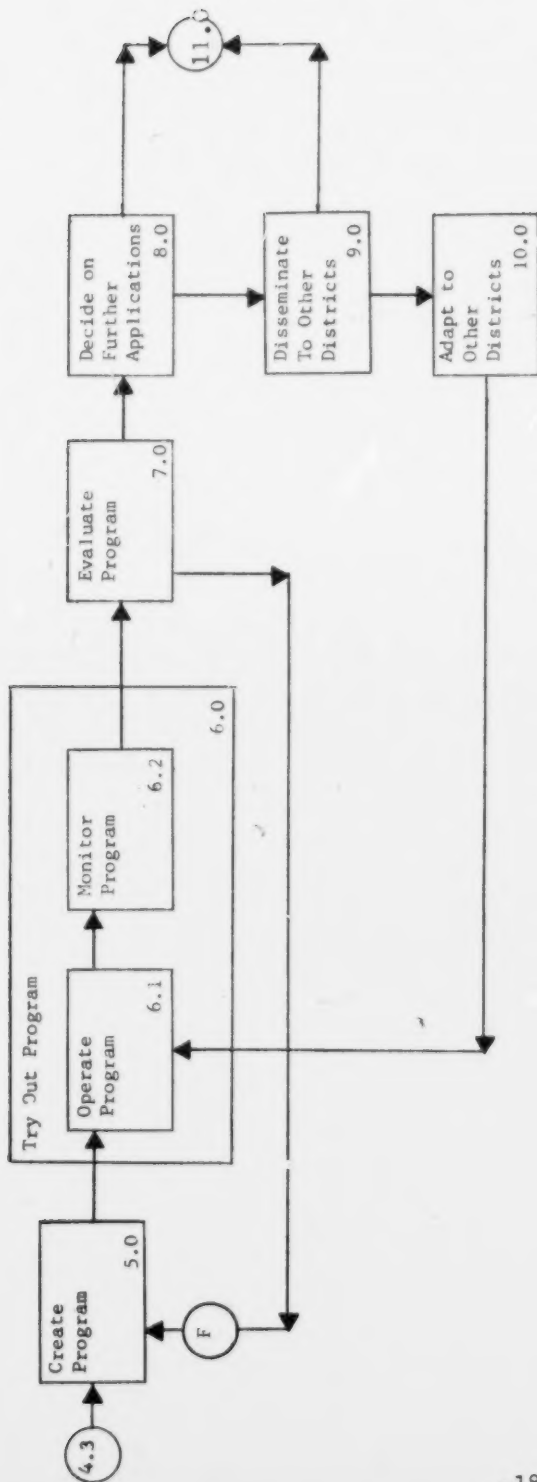
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CAREER DEVELOPMENT PLAN OUTLINE

- 1.0 State Problem
- 2.0 Review Sources
 - 2.1 Develop Strategies
 - 2.2 Assign Tasks
 - 2.3 Develop Systems Plan
 - 2.4 Search Sources
 - 2.4.1 Review SED Policy Statements
 - 2.4.2 Review Professional Association Sources
 - 2.4.3 Search Professional Writers
 - 2.4.4 Review Minority Group Literature
 - 2.4.5 Review Other Government Sources
 - 2.4.6 Review Research
 - 2.5 Develop Consensus (CDP Staff)
 - 2.6 Develop Chart
 - 2.7 Write Summary
 - 2.8 Submit to Bureau Chief
- 3.0 Prepare for Feasibility Study
 - 3.1 Identify Programs and Objectives
 - 3.1.1 Identify SED Programs and Objectives
 - 3.1.1.1 Identify SED Resources
 - 3.1.1.2 Identify Special SED Programs
 - 3.1.2 Identify Other Projects
 - 3.1.2.1 Identify Association Projects
 - 3.1.2.2 Identify Other State Projects
 - 3.1.2.3 Identify University Projects
 - 3.1.2.4 Identify Private Projects
 - 3.1.3 Identify BOG Programs, Resources, Objectives
 - 3.1.3.1 Identify Objectives of Bureau Projects
 - 3.1.3.1.1 Identify Mid-Hudson Objectives
 - 3.1.3.1.2 Identify Rochester Objectives
 - 3.1.3.1.3 Identify Buffalo Objectives
 - 3.1.3.1.4 Identify Other Objectives
 - 3.1.3.2 Identify Bureau Resources Related to CDP
 - 3.1.3.2.1 Identify Resource No. 1
 - 3.1.3.2.2 Identify Resource No. 3
 - 3.1.3.2.3 Identify Resource No. 2
 - 3.1.3.2.4 Identify Resource No. 4
 - 3.2 Evaluate Project Accomplishments and Objectives
 - 3.2.1 Evaluate Mid-Hudson
 - 3.2.2 Evaluate SED Projects
 - 3.2.3 Evaluate Buffalo
 - 3.2.4 Evaluate Rochester
 - 3.2.5 Evaluate Other Projects
 - 3.3 Determine CDP Goals
 - 3.4 Compare CDP Goals with Projects
 - 3.4.1 Adequate
 - 3.4.2 Inadequate

- 4.0 Conduct Feasibility Study
 - 4.1 Conduct Local Site Preparation
 - 4.1.1 Identify Potential Sites
 - 4.1.2 Determine Site Interest Level
 - 4.1.3 Write Planning Proposal
 - 4.1.4 Determine Proposal Acceptance
 - 4.1.5 Conduct Task Force Selection
 - 4.1.5.1 Identify Selection Criteria
 - 4.1.5.2 Identify Task Force
 - 4.1.5.3 Task Force Determines Assessment Strategies
 - 4.1.6 Prepare School-Community Task Force
 - 4.1.6.1 Identify Roles
 - 4.1.6.2 Identify Priorities
 - 4.1.6.3 Prepare for Inservice
 - 4.1.6.3.1 Develop Work Plan
 - 4.1.6.3.2 Discuss Input Materials
 - 4.1.6.4 Conduct Inservice
 - 4.1.6.4.1 Learn Writing Behavioral Objectives
 - 4.1.6.4.2 Learn Systems Analysis
 - 4.1.6.4.3 Learn Team Building
 - 4.2 School-Community Task Force Conducts Planning
 - 4.2.1 Conduct Community Assessment
 - 4.2.2 Develop Behavioral Outcomes
 - 4.2.3 Determine Level of Student Competence
 - 4.2.4 Select Objectives
 - 4.2.5 Determine Strategies
 - 4.2.6 Develop Plan
 - 4.2.7 Submit Plan to Administration
 - 4.2.8 File Plan with Bureau of Guidance
 - 4.3 Determine Feasibility
- 5.0 Create Program
- 6.0 Try Out Program
 - 6.1 Operate Program
 - 6.2 Monitor Program
- 7.0 Evaluate Program
- 8.0 Decide on Further Applications
- 9.0 Disseminate to Other Districts
- 10.0 Adapt to Other Districts
- 11.0 Terminate